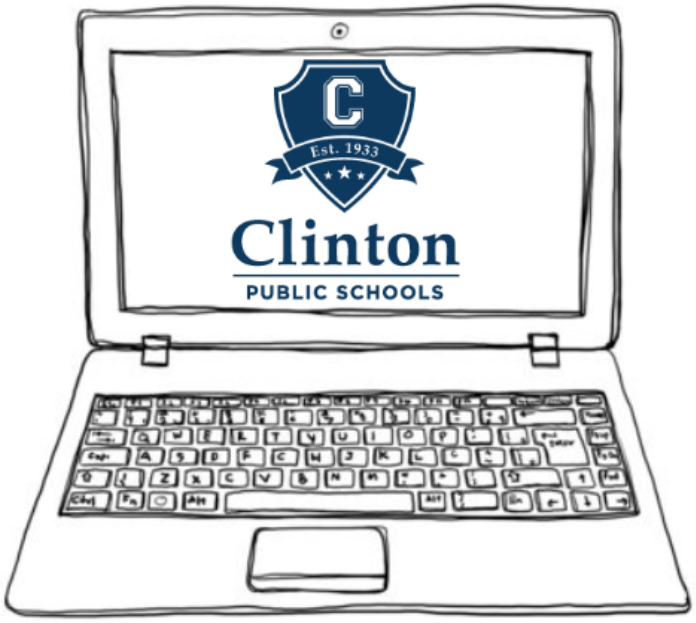
GUIDELINES FOR THE USE OF ARTIFICIAL INTELLIGENCE IN CLINTON PUBLIC SCHOOLS



Clinton Public Schools is committed to a thoughtful and systematic integration of Artificial Intelligence (AI) across both instructional practices and district operations. The district is also committed to a responsible and ethical approach to teaching and embedding AI skill development, continuously evaluating its impact and risks. This ensures that its implementation supports the district's mission *to empower learners to embrace and influence the future with courage and compassion.*

Artificial Intelligence (AI) is a branch of computer science focused on creating systems capable of performing tasks that typically require human intelligence. AI is increasingly a part of our lives in ways we may not even notice. From personalized recommendations on streaming services and e-commerce platforms to virtual assistants, facial recognition technology, and self - driving cars, AI has transformed how we live, work, and interact with the world around us.

Generative AI (GenAI) is a subset of AI that focuses on creating new content, such as text, images, audio, and code. Perhaps the most well-known example of GenAI is ChatGPT, which is a type of large language model (LLM) chatbot. LLMs are trained on massive amounts of text data and can generate remarkably human-like text based on patterns in language found in the training data. While the output may seem human and intelligent, it works by computing the most likely outcome based on patterns in language, very much like how autocomplete works,

DEVELOPING AND PROMOTING AI LITERACY

AI literacy is the ability to understand, evaluate, and use AI technologies in a responsible, safe, and effective manner. AI encompasses a range of skills and knowledge. Responsible and safe use of AI begins with AI literacy, both for staff and students. AI literacy is a necessary skill for all, even those who choose not to use AI tools, because everyone is exposed to AI-generated content and is affected by decisions made by AI as these tools become embedded in all aspects of our lives. Common uses include:

- **Understanding AI concepts:** a basic understanding of what AI is, how it works, its various applications, and the limitations of AI
- **Evaluating AI-generated content:** the ability to recognize that AI-generated content may contain errors and bias, and critically evaluate the accuracy and reliability of AI-generated content
- **Using AI tools effectively and purposefully:** the ability to use AI tools to support and enhance our skills, not to replace our thinking.
- **Recognizing risks and ethical implications:** understanding the ethical and societal implications of AI, including issues of privacy, fairness, future of jobs, loss of critical thinking and risk of overreliance, and impact on the environment.

- **Adapting to an AI-driven world:** learning to navigate a future in which AI plays an increasingly prominent role in all aspects of life by staying informed and current about this rapidly evolving technology .

To ensure all students are prepared for an AI-driven future, the district is developing a comprehensive AI literacy curriculum. This curriculum will be integrated into the existing library media curriculum at the elementary and middle schools, providing age-appropriate, foundational skills for all learners. At the high school level, these foundational concepts will be further developed through advanced courses in AI, giving students the opportunity to explore this transformative technology in greater depth and prepare for future academic and professional endeavors.

Limitations & Considerations for Generative AI (Gen AI)

Like any new technology, GenAI offers significant potential benefits, but also has limitations that present important risks and ethical questions. Balancing benefits against risks is an important part of AI literacy.

Hallucinations Of AI fiction: GenAI works by making up a sequence of words and phrases that is statistically most likely. While the generated content is usually correct, it can sometimes produce outputs that sound convincing but are incorrect and fictional.	**Algorithmic bias:** AI learns from data it has been trained on, so it will take on bias reflected in the data. Because AI learns largely from information that is on the internet, any cultural or societal bias that the internet exhibits will be mirrored or even amplified in the AI's output.
Knowledge base is limited by the training data: AI systems are trained on existing data and may have limited knowledge of very recent current events. Other limitations include little-known subjects and languages that do not have a strong online presence.	**Lack of true understanding:** Large Learning Models (LLMs) specialize in recreating human language. While they can create coherent text that seems to make sense, they do not actually "understand" the content. Similarly, they lack the ability to make inferences from context or common sense like humans can.
Intellectual property concerns: AI is trained on vast amounts of data such as text and images, often used without the copyright owner's consent This raises ethical questions around creator's rights and originality of AI-created content.	**Inability to identify a source:** Because GenAI works by statistically analyzing enormous amounts of data, it is not able to identify the source of content that it creates. (Some tools like Gemini mitigate this by identifying sites that corroborate the new content.)
Environmental impact: Generative AI requires a lot of computing power, which consumes a large amount of energy and water	

around data centers. The computing hardware also contributes to increased e-waste.	

DATA PRIVACY	Sharing student data with an AI tool, either by directly inputting the data or by giving AI access to a file that contains data, may be a violation of FERPA. Protected data include (but are not limited to): name, address, phone number, SSN, ID #, and educational records such as test scores and disciplinary records. **Educators, staff, and students must never upload any personally identifiable information or confidential information into an AI tool unless the tool has been verified to be a secure tool provided by the District.** **Staff and educators working with sensitive documents such as IEPs and health documents must follow all appropriate data privacy protocols**

RESOURCES AND PROFESSIONAL LEARNING

Clinton Public Schools is committed to providing ongoing support for AI literacy and resources to ensure the successful and responsible use of AI by our educators, school leaders, staff, and students.

Clinton Public Schools will continue to develop:

- **District-Approved Tools**: AI tools are constantly evolving, with new AI tools being developed or AI features added to existing tools. The current list of approved tools can be found in Appendix A. New tools are evaluated on an as-needed basis. Some tools may be approved for staff only, or for specific student grade levels or age groups.
- **Professional Learning Opportunities**: The district will offer a variety of professional learning opportunities to help educators and staff develop their AI literacy and effectively integrate AI into their work.

In addition, the Information Technology Department will provide technical assistance and support for the implementation of AI tools, including evaluating tools and providing professional learning for district-approved tools. No Gen AI tools should be used without district approval.

GENERATIVE AI USE BY EDUCATORS, SCHOOL LEADERS, AND STAFF

GenAI offers numerous opportunities for educators and school leaders to enhance their practice, streamline tasks, personalize learning, and provide support for multilingual learners and students with disabilities. However, they must also be aware of the risks of over-reliance on AI, the potential for bias in AI-generated content, and the importance of maintaining human oversight in all educational decisions such as grading.

To ensure responsible and safe use of GenAI, educators, school leaders, and staff must:

- Never upload any personally identifiable information or confidential information into an AI tool.
- Adhere to district policies including Employee Use of District Computer Systems (4306), Student Use of District Computer Systems (5157), as well as all policies related to instruction including Homework (6302), Student Discipline (5114), Code of Ethics (4322), and Use of Technology by Students (5158).
- Use GenAI tools to support and enhance their work, rather than to replace their own critical thinking and effort.
- Understand the limitations of AI and critically evaluate the accuracy of any information or content generated by AI.
- Be transparent about the use of AI by citing or otherwise disclosing its use.

The following table lists potential ways staff might use AI, but it is not a comprehensive list. The inclusion of any task does not imply it is appropriate for all staff or in all situations, nor is it a recommendation that staff *should* use AI for that specific task.

Potential Uses of AI by Educators & Staff
Adaptations and Modifications: AI can support educators in developing accommodations and modifications that help all students access high-quality instructional materials. By analyzing instructional goals and student needs, AI tools can suggest strategies such as text engineering, visual supports, and alternative formats that ensure alignment with the original curriculum while maintaining grade-level rigor. **AI as a thought partner**: Use AI to support idea development by offering feedback, generating alternative perspectives, and identifying potential challenges. When AI is used to assist in providing student feedback, educators should be transparent and ensure students understand how AI contributed to the response. **Create a custom chatbot for classroom use**: Educators can design chatbots aligned to a unit of study to help students engage more deeply with the content. It is recommended that educators collaborate with colleagues

when building chatbots, especially during initial development to ensure accuracy, alignment with instructional goals, and equitable access for all learners.

Assessment or survey design: Draft quizzes, rubrics, project prompts, or surveys.

Communication: Draft administrative emails, newsletters, agendas, and announcements.

Documentation: Summarize documents, create reports, and generate meeting minutes.

Data analysis: Analyze data to identify trends, generate insights, and inform decision making.

Translation: Generate a first draft of translations, while always having a fluent speaker review and verify before using.

Lesson Planning: Curriculum Development

Inappropriate Uses of AI by Educators & Staff

Using unapproved AI tools: Educators may not use unapproved AI tools for CPS-related tasks as they may pose a risk to CPS network security and data privacy.

Sharing confidential or private information: Staff must not use AI tools in ways that compromise the confidentiality of student or staff information or intellectual property.

Releveling text complexity: This use undermines academic rigor and prevents students from engaging with appropriately challenging material.

Replacing professional judgment: Staff must always review and validate AI generated content before using it or sharing with others.

Making decisions without human oversight: AI should not be used to make decisions that affect students or staff without human review and approval, including grading and determining if something is AI-generated.

Impersonating others: Staff should not use AI to impersonate other staff members, students, parents. or community members.

GENERATIVE AI USE BY STUDENTS

Students may benefit from GenAI by having access to personalized learning experiences, enhanced creativity tools, and support for language learning. However, they must be aware of the risks of overreliance and loss of critical thinking skills, plagiarism, and the potential for AI to generate inaccurate or biased information.

To ensure responsible and safe use of GenAI, students must:

- Always follow classroom and/or school guidelines or policies regarding the use of GenAI for schoolwork. Seek permission from their teacher if they are unsure about guidelines.
- Use GenAI tools to support, supplement, and enhance learning, rather than to replace their own critical thinking, skill building, and effort.
- Adhere to district policies including CPS Student Use of Computer Systems (5157) and Code of Ethics (4322) .
- Never upload any personally identifiable information or confidential information into an AI tool.
- Verify the accuracy of any information or content generated by AI.
- Follow citation and/or disclosure guidelines provided by their teacher or school.
- Follow Terms of Use and age restrictions on GenAI tools. **Many tools are restricted to students over 13 years of age; some are 18+ and should only be used by staff.**

The following table lists examples of potential AI use by students. This list in no way implies that students should always use AI for the listed task, nor does it suggest that students are encouraged to use AI for the task. Just as a calculator may be appropriate for completing some math assignments but not for others, AI use for assignments is a case-by-case decision that must be made by the teacher based on the learning goals of the assignment.

Potential Uses of AI by Students (with teacher permission)
Brainstorming: Explore different perspectives, expand on or, evaluate initial ideas.
Feedback and revision: Provide feedback for writing, acting as a writing coach to suggest ways to improve essays.
Creating accessible materials: Use text to speech, or generate alternative text descriptions for images.
Study helper: Use GenAI to quiz themselves on particular content to help prepare for a test.

Conversation partner. Use GenAI as a language partner, to ask interview questions, or practice debate when a human partner is not available.

Supporting executive functioning skills: Use GenAI to get advice and coaching on time management or task organization.

Inappropriate Uses of AI by Students

Using GenAI without teacher permission or against classroom/school guidelines: Students must always follow school or classroom guidelines when using GenAI tools for an assignment.

Using GenAI to replace critical thinking: students must use AI to enhance their learning, not to replace the skills that they should be learning in the lesson.

Using GenAI to complete assessments: students must not use GenAI to complete quizzes, tests, or assessments designed to evaluate their skills..

Plagiarism: Students must not submit AI-generated content as their own work without citation.

Generating and spreading false, misleading, or harmful content: Students must not use GenAI tools to create or spread misinformation, deepfake, or other forms of deceptive or defamatory content.

GENERATIVE AI USE BY FAMILIES

As AI becomes more integrated into daily life, families play a key role in helping children use these tools safely and responsibly. Open conversations at home can reinforce what is taught at school and support students in developing the critical thinking skills they need in an AI-driven world.

To support responsible use of Generative AI, families should:

- **Learn about AI tools** and the ways they can support learning
- **Engage in Open Conversation**: Talk with your children about the AI tools they use for school and personal projects. Ask about what's helpful, what's confusing, and discuss both the benefits and risks.
- **Reinforce School Policies**: Stay up to date on the school's and teacher's guidelines for AI use. Remind your children to always ask their teacher if they are unsure whether AI can be used for an assignment. Relevant Clinton Board of Education policies include:
    - Employee Use of District Computer Systems (4306)
    - Student Discipline and Plagiarism (5114)

  - Student Use of District Computer Systems (5157)
  - Use of Private Technology Devices by Students (5158)
  - Academic honesty/Code of Ethics (4322)
  - District Homework Policy (6302)

- **Discuss Data Privacy**: Stress the importance of never uploading personal or private information into a public AI tool (e.g., names, addresses, photos, or school records).
- **Promote Critical Thinking**: Encourage your children to question AI-generated content. Remind them that AI can sometimes be wrong or biased, and they should always verify information using trusted sources.
- **Model Responsible Use:** Show how you use AI for brainstorming, organizing, or creative projects—while checking accuracy and adding your own thinking. Demonstrate that AI should support learning, not replace effort.
- **Teach Digital Citizenship**: Talk about using AI responsibly with kindness, honesty, and respect—just as you would for social media or online communication.
- **Explain Serious Consequences**: Help your child understand that harmful uses of AI (such as creating fake or damaging images, videos, or messages) can have serious consequences, including legal ones.

Examples of Positive Family Use of AI
Supporting Homework: Brainstorm project ideas or generate practice questions for a test.
Learning Together: Explore topics by asking AI to explain complex subjects in simple terms.
Creative Projects: Use AI to inspire stories, create digital art, or compose music together.
Discussing AI Limitations: Use mistakes or biases in AI responses as teaching moments about fact-checking.

Inappropriate Uses of AI by Families
Completing Work for Children: Using AI to write essays, solve problems, or finish projects on their behalf.

Disregarding School Guidelines: Allowing children to use AI when teachers have explicitly prohibited it.

Submitting Plagiarized Work: Allowing children to submit AI-generated content as their own without disclosure.

Over-reliance on AI: Encouraging children to depend on AI so much that it weakens their own problem-solving and thinking skills.

Undermining Teacher Authority: Using AI to second-guess or critique teacher instruction and feedback to students

SUCCESSFUL AI IMPLEMENTATION IN SCHOOLS

AI is increasingly integrated into the tools that students and teachers use every day, often operating in the background, making it difficult to detect or avoid its use. In addition, students have access to AI at their fingertips on their personal devices at school and at home. Simply banning AI is no longer a practical solution.

Schools and teachers should prioritize teaching the responsible use of AI and preventing its misuse, rather than trying to ban its use. A proactive approach to responsible AI use begins with clear guidelines and communication from school and teacher that is reinforced through AI literacy and effective assignment design by teachers.

School and Classroom Guidelines

As a first step, schools should amend existing documents like the Code of Conduct or Student Handbook to include guidance on AI. This school-level AI guidance should be flexible, allowing for different rules based on the assignment, learning goals, and other factors. A one-size-fits-all approach is not recommended.

In addition to schoolwide guidelines, teachers should also update their class syllabi with their own specific AI rules. This could include examples of permissible and impermissible uses, any tools being used for AI detection, and the consequences for improper use. Teachers may also provide specific AI guidance for each assignment as needed.

Effective Assignment Design

Another important approach for preventing the misuse of AI is to design assignments with AI in mind, regardless of whether you wish to limit, permit, or encourage its use.

AI-Resistant Assignment	AI-Integrated Assignment	AI-Driven Assignment

When use of AI is not desired, assignments should be designed in such a way that they are resistant to being completed by AI, including paper-and-pencil assignments, monitoring in-class technology use, emphasizing personal connection, and more.	In AI-integrated learning, students may use AI for certain parts of an assignment to support learning, such as gathering feedback, using an AI generated quiz, etc. Educators should think about how AI can support/enhance student learning and which part of the assignment is most suitable for AI, and provide clear guidelines for AI use and documentation.	Educators can also design lessons where AI is fully integrated into the learning experience, such as using an AI chatbot as an extra team member on a group project. Consider how AI can transform a learning experience in ways that would not be possible without the use of AI, while providing students with opportunities to reflect on and express their learning.

(Adapted from https://spencereducation.com/a-continuum-for-using-ai-in-schools)

Any assignments that permit the use of AI should be accompanied or preceded by AI literacy lessons so that students are aware of the risks and limitations of AI and use it effectively. In addition, educators should also consider that some students may be reluctant to use GenAI. Use of GenAI should be a choice, and assignments should be designed in such a way that it does not penalize students who choose not to use AI.

When considering the level of AI use on an assignment, teachers should also consider the potential for AI tools to provide just-in-time support for students who may not have access to extra help outside of the classroom. Teachers should also consider student's individual accommodations and/or language proficiency and allow the use of AI tools when appropriate.

Student Age

Note that the use of AI tools by students must also take into consideration the age restrictions of AI tools. Many tools require users to be 13 years of age; some are 18+ . AI guidelines for a K-4 school may look different from AI guidelines in high schools. Always check Terms of Use and abide by age restrictions when using an AI tool in the classroom.

AI DETECTION TOOLS	**AI detection tools** are currently unreliable and produce inaccurate results by flagging human-created work as AI-generated, leading to false accusations and potential harm to student-teacher relationships. Notably, studies have shown that AI detection tools exhibit bias against non-native writers, often falsely flagging their work as AI-generated at a higher rate than that of

native writers. **Therefore, we strongly discourage the use of AI detection tools as the sole indicator of AI use**. If an AI detection tool is used, the following guidelines should be observed:

- **Use with extreme caution**: AI detection tools should be used with extreme caution and their results should never be taken as definitive proof of AI use.
- **Human review is essential**: Any work flagged by an AI detection tool must be carefully reviewed by a human educator. This review should consider multiple factors, including the student's past work, writing style, revision history, and the specific assignment requirements.
- **Transparency**: Educators should be transparent with students about the use of AI detection tools and their limitations.
- **Establish a procedure for flagged assignments**: Schools/teachers should have a clear procedure for addressing situations where a student's work is perceived or flagged as AI-generated. Students should have the opportunity to demonstrate the authenticity of their work. The procedure must be clearly communicated with students and families.

Conclusion:

A successful approach to using AI in schools relies on teachers and students' awareness of responsible use. With AI becoming increasingly integrated into the tools students and teachers use every day , the district is taking a proactive approach, which begins with clear guidelines and communication that is reinforced through AI literacy and thoughtful assignment design by teachers. This requires the entire school community—educators, students, and families—to engage in ongoing conversations about how to use AI responsibly. By understanding the power of AI to enhance learning, while also recognizing its risks, everyone can work together to ensure its use is ethical and aligned with educational goals.

APPENDIX A: DISTRICT APPROVED AI TOOLS

Application	Approved for Staff Use	Approved for Student Use
Gemini	✓	✓ Ages 13+
NotebookLM	✓	
MagicSchool AI	✓	✓

		MagicSchool Student
Canva	✓	✓ Limited Student Access
Adobe Firefly	✓	✓ Limited Student Access
Securly AI Chat (Gemini)	✓	✓

APPENDIX B: GLOSSARY OF TERMS

Artificial Intelligence (AI): The ability of a machine to perform tasks that typically require human intelligence, such as learning, problem-solving, and decision-making.

Algorithmic Bias: In AI, bias refers to the tendency of a system to produce results that are systematically skewed, unfair, or prejudiced. Bias can arise from flawed data or algorithms.

Deepfake: Images, videos, or audio that have been edited or generated using AI-based tools or AV editing software that is often used to misinform or defame someone.

Generative AI (GenAI): A type of AI that can create new content, such as text, images, audio, and code.

Hallucinations: a phenomenon where a generative AI model produces information that is false, nonsensical, or factually incorrect, and presents it as if it were true and coherent.

Large Language Model (LLM): A type of generative AI model that is trained on massive amounts of text data and can generate human-like language.

Misinformation: False or inaccurate information, especially that which is deliberately intended to deceive.

Overreliance: Excessive dependence on AI tools, which may lead to unrealistic expectations of AI capabilities and hinder the development of critical thinking and other essential skills.

Plagiarism: The act of presenting someone else's work or ideas as one's own, with or without their consent, by incorporating it into one's work without full acknowledgment.

Training Data: The set of data that was used to train the AI tool. In the case of LLM chatbot, the training data consists of a wide range of digitized text found on the internet.

APPENDIX C: Teacher/Classroom Guidance Example

All teachers are advised to provide students with AI guidance as it applies to their class, and in some cases, additional guidance for specific assignments. A strict ban is not recommended due to the ubiquitous nature of AI; rather, teachers should provide specific guidelines of when and how AI may be used (or not used) with examples where needed.

Schools are encouraged to adopt consistent language and format for teachers to use when communicating guidelines to students while still allowing for flexibility based on the nature of the class or assignment.

Sample AI Guidance Templates for Teachers

Three editable templates are provided. These templates may be edited to include your own information, and customized for each classroom

Sample GenAI Statement for Course Syllabus

The following guidance applies to students' use of Generative Artificial Intelligence such as Google Gemini that create content in response to use prompts.

- *Students must only use genAI tools for completing assignments and activities when permitted by the teacher*
- *Students must never use GenAI to complete an entire assignment or activity with no original thought, or present work done by GenAI as their own work with no citation or disclosure. This constitutes plagiarism.*
- *In cases where AI use is permitted, use the appropriate disclosure and citation format.*
- *(Include information about AI tools used by teacher for feedback, grading, or AI detection. if)*
- *(Include information about next steps if AI misuse is suspected. For example, if inappropriate GenAI use is suspected, a teacher may ask for additional evidence of the learning such as, but not limited to, an oral assessment, examining editing history, or re-doing the assignment)*
- *In the case of proven inappropriate GenAI use, the student may be disciplined for academic dishonesty*

Additional Information for Math and Science Teachers

Some GenAI tools allow students to upload a photo of a problem and will solve the problem for them. These popular apps are easily accessible from any personal device with a camera, making them difficult to monitor or regulate, particularly for homework.

Statements banning the use of AI on homework are not recommended because they are impossible to enforce outside of the classroom. In addition, some students rely on these tools to help explain how to

solve a problem in the absence of a tutor or a friend/parent who can help them. Banning the tool may prevent the students from accessing the help they need.

Teachers who work with mathematical expressions are encouraged to have discussions with students about the use of AI tools, their potential benefit as a learning aid, as well as potential risks of overreliance. Teachers are encouraged to provide additional guidance in their course syllabus to specifically address them.

Sample GenAI Statement for Math or Science Courses

Students may use AI tools at home to show them how to solve a problem, but students are responsible for writing down the steps and understanding the process so that they are learning to solve the problem without the use of AI. AI will not be permitted within any assessments.